

17 Staying healthy

I've hurt myself

Lesson profile

Vocabulary	Parts of the body
Speaking	Talk about when you hurt yourself
Listening	A picture story
Grammar	Reflexive pronouns, <i>myself, yourself, herself, himself, ourselves, yourselves, themselves</i>
Reading and Speaking	Key Reading and Writing Part 3b

Warmer

Dictate these six sentences (or write them on the board for weaker students). Three of them have grammar mistakes with the past simple or present perfect. The students write all of the sentences down and correct the ones which are wrong.

I've always wanted to be a doctor.

Have you done your biology homework yesterday?

(~~Have you done~~ Did you do)

Tim hasn't taken his medicine yet.

She waited for two hours but the doctor is still not here.

(~~waited~~ has waited)

Once I went to hospital to visit one of my friends.

My sister has worked in a chemist's, then left. (~~has worked~~ worked)

VOCABULARY

- 1 Books closed, point to parts of your body and elicit the words, including the ones in the box.

Books open, the students match the words in the box to parts of the body 1–9.

Ask the students if they can also name parts a–h, which are words they have met earlier in the course.

Play the recording and then drill the words.

2.17 Answers

The answers are recorded for students to check and then repeat.

1 finger 2 back 3 toe 4 blood 5 stomach 6 heart
7 neck 8 ear 9 brain

a eye b nose c teeth d arm e hand f head g foot
h mouth

Extension activity

A classic activity is to give the students post-it notes for them to write the different parts of the body on. The students then go round the class, sticking the post-it notes on the relevant parts of other students. They can stick the notes on themselves if this is culturally more appropriate.

About you

- 2 Pre-teach *accident* (something bad that happens, like you fall off your bike and hurt yourself) *bone* (pointing to several on your body).

Arrange the students into pairs for the discussion. Leave out any questions which you know will bring unpleasant memories. If their answer to all the questions is 'no', they should think if any of these have happened to friends or anyone in their family. The students then compare 'yes' answers.

LISTENING

- 3 Books closed, ask the students, *Do you have a bike? Where do you go cycling? Is cycling dangerous? Have you ever had a problem on your bike?*

Books open, from the word box explain *cyclist* (somebody who rides a bike – the verb is *cycle*), demonstrate *fall off* and elicit *ambulance* (this takes people to hospital). Point out the pictures and ask the students *Where was the man cycling?* (on a road) *What happened to him?* (He fell off his bike and broke his arm.) Arrange the students into pairs to describe each picture and tell the story. (The girl's name is Klara.)

Ask the students to think of a happy ending and a not so happy ending to the story. They should say what happened to the man and Klara. Give an example: *The man stays in hospital for two weeks. It is boring but he has a very kind doctor. Also, every day Klara visits him with flowers or a present and he realises he loves her. One day Klara doesn't come. The man finds out that Klara is in love with his doctor and they have gone away together.*

The students compare endings.

- 4 ▶ 2.18 Play the recording. Ask the students if they predicted this ending. Ask *Is it a happy ending?* (yes)


Audioscript

A really strange thing happened to me last week.

I was on my way home from the shops on Tuesday, when I saw an accident. A little dog was chasing a cat and it ran into the road. A cyclist tried not to hit the dog. He didn't hit it, but he fell off his bike. I phoned for an ambulance. I don't think the cyclist was badly hurt, but he hurt his arm.

So ... you know there's a new play at the City Theatre? There was a poster at school about it. They were looking for young actors. Well, I love acting, so I thought it was perfect for me. On Friday, I went to the audition by myself. I dressed up in old clothes – it's a play about the 1960s! – and went along to the theatre.

I had to wait ages when I got there because there were lots of other people, but finally I went in to meet the director. I told him my name and how interested I was in acting. He looked at me when I spoke and said, 'I know your voice. I'm sure we've met before.' As soon as he spoke, I knew who he was. It was the cyclist from the accident! He thanked me for my help – and I'm in the play!

- 5  2.18 Play the recording again for the students to complete the sentences.

Mixed ability

For **stronger students**, you could ask the questions orally, for example, *When did Klara see the accident?*
Weaker students could do the original task.

Answers

- 1 Klara saw an accident on *Tuesday*.
- 2 Klara *read* information about the play.
- 3 The play is about things happening *in the past*.
- 4 When Klara got to the theatre it was very *busy*.
- 5 The director was the *cyclist* from the accident.
- 6 Klara *is* in the new play at the theatre.

GRAMMAR Pronouns *myself, yourself, herself, himself, ourselves, yourselves, themselves*

- 6 Take a few students to a mirror or the window. Say *Look in the mirror/window. Can you see yourselves?* Write the question on the board and ask: *What is the subject of this sentence?* (you) *What is the object?* (yourselves) *Are they the same or different people?* (the same)

Books open, the students read the rules and match sentences 1 and 2 to meanings **a** and **b**. Drill the reflexive pronouns: you say a personal pronoun, the students say the reflexive pronoun (e.g. *he – himself*).

Language note: some verbs, like *wash* and *dress*, often take reflexive pronouns in other languages, but not usually in English. We say *get washed/dressed*.

Answers

- 1 b 2 a

Alternative presentation

Ask a girl to come to the board and draw a house. Say to the class: *Did I help her?* (no) *She did it herself*. Ask a boy to come to the board and solve 116×11 (1276). Say to the class: *Did I help him?* (no) *He solved it himself*.

Ask the boy: *Did I solve it for you?* and elicit *No, I did it myself*.

Ask two students to move some chairs. Ask *Did I help them?* (no) *They moved the chairs themselves*. Ask the two students: *Did I move them for you?* and elicit *No, we did it ourselves*.

Write the reflexives on the board. The students complete the analysis in Exercise 6.

→ Grammar reference Student's Book page 163

- 7 Refer the students to the table of pronouns. Then write these sentences on the board and ask the students to complete them with the right pronoun and explain why.
Dan knows Klara is an actress. He saw in a film. (her = Klara, subject and object are different)

Klara is an actress. She saw in a film.
(herself, subject and object are the same)

The students then complete the sentences.

Answers

- 1 himself 2 ourselves 3 myself 4 herself 5 themselves
6 yourself 7 yourselves

Extension activity

Ask the students to think of three things that they like to do themselves and three things that they cannot do by themselves, and ask them to explain why. For example
I like to tidy my room myself. You can't play football by yourself because you need a team.

Corpus challenge

Ask the students why the first sentence is wrong (*enjoy* needs an object) and then get them to correct it with a reflexive pronoun. The students correct the other sentences.

Answers

- a I went to Chile and I enjoyed myself a lot.
b Now I'll talk about myself.
c Take care of yourself/yourselves.

READING AND SPEAKING

Prepare for Key for Schools

Reading and Writing Part 3b

Task description

Reading and Writing Part 3b tests students' knowledge of functional language. Students complete a conversation with five spaces by choosing from a list of eight options.

Exam tips


Students should look at what comes before and after each space to decide what fits best.

They may need to think about grammar when looking for the right answer.

→ See Exam Profile 5, Student's Book page 129

- 8 Books open, show the phone conversation. Ask *Who phones who?* (Harry phones Katya.) *Who has a problem?* (Katya) *Harry says 'Hi'. What do you think Katya replies?* ('Hello', D)

The students complete the conversation.

- 9  2.19 Play the recording for students to check their answers and go through the explanations of the answers with them. Then arrange them into pairs to take turns being Harry and Katya. Then see if they can do the conversation with books closed.

Answers

- 0 D ('Hello' is how you often begin a conversation.)
 1 G (*It's not that* – *that* = being 'up late last night')
 2 A (Katya says what is wrong with her.)
 3 H (She answers the yes/no question with Yes.)
 4 B (*What a shame!* means she is sorry not to have this chance to meet Harry's cousin. 'Never mind' is a common reply.)
 5 E (Harry says *Maybe* and Katya replies *I hope so!*)

- 10 Ask the students to think of three good excuses not to go to a party, for example *I'm washing my hair*. Then they should think of three ways of saying no to a friend, for example *Nice idea, maybe next time*. Arrange them into pairs and ask them to make conversations. They should use the exam conversation as a model.

The students could actually phone each other on their mobiles to make the activity more authentic.

Mixed ability

Stronger students can just plan both conversations, then act them out. **Weaker students** should write one of the conversations and read it out.

Cooler

Tell these jokes:

Patient: Doctor, Doctor, nobody listens to me!

Doctor: Next please!

Patient: Doctor, Doctor, I think I need glasses.

Doctor: Yes you do, you came in through the window.

Tell these other 'Doctor, Doctor' jokes for the students to guess the last line (i.e. what the doctor replies).

Patient: Doctor, Doctor, I've broken my arm in two places.

(Don't go there again.)

Patient: Doctor, Doctor, everyone thinks I lie.

(I can't believe that.)

Patient: Doctor, Doctor, I feel like a dog.

(Sit!)

If you want to talk, I'll listen

Lesson profile

Vocabulary	Problems
Reading	<i>Teen Health</i>
Pronunciation	/u:/ and /ʊ/
Grammar	First conditional
Listening	Key Listening Part 1
Writing	First conditional sentences

Warmer

Arrange students into pairs. See if they can remember and retell the story about Klara from the last lesson.

VOCABULARY AND READING

- 1 Scratch your head and look worried. Ask *How do I feel?* (worried) *What do you think my problem is?* (Your car didn't start today? etc.) Books open, the students do the matching exercise.

Fast finishers

Add an extra sentence to each speech bubble, for example (a) *The coach thinks I don't train hard.*

Answers

body and health: I hate my hair.

family: My parents don't understand me.

friends: Someone in my school doesn't like me.

school/work: I failed the test.

sport: I'm not in the first team.

- 2 Divide the students into pairs to think of two examples for each category. Give your own examples to demonstrate, for example (body and health) *Some people want to be taller. Old people get ill a lot.*

Extension activity

The students read out some of the examples in random order for the other students to name the kind of problem.

About you

- 3 Ask for the examples of problems and write them on the board so that the students have more to choose from and discuss. After the discussion, ask the students to rank the problems in order of how serious they are.
- 4 The students look at the topics on the website and see if they are the same as any of their problems or the ones mentioned. Check understanding of *earphones* by asking the students to show a pair. The students then do the matching exercise.

Answers


- 1 Can it be dangerous to listen to loud music?
- 2 How much exercise should I do?
- 3 Is it OK to feel sad sometimes?
- 4 Are some foods healthier than others?

- 5 To demonstrate, ask the students where the website talks about sitting at the computer (paragraph 2) and what it says about this (it is unhealthy).

Suggested answers

- 1 Sometimes on a train the person next to you can hear the music on your earphones. / Listening to loud music on earphones can be dangerous.
- 2 If you play music too loudly now, you won't be able to hear well when you are older.
- 3 Too much sport can be bad for you – you can hurt something.
- 4 It's not a good idea to play sport just after you've eaten. You can get a stomachache.
- 5 It's normal for feelings to change – everyone feels unhappy sometimes.
- 6 Talk to a friend, parent or teacher if you feel sad / about your problems.
- 7 A plate of fruit is healthier than a plate of chips.
- 8 If you eat a bit of everything, you'll be healthier.

PRONUNCIATION /u:/ and /ʊ/

- 6  2.20 Play the recording as a dictation. The students then check, listen and repeat.

Ask *Which words are spelled with double o? (food and good). Do they have the same sound? (no)* If the students know phonemic transcription, show the symbols /u:/ for food and /ʊ/ for good. Explain and demonstrate that the sound in *food* is longer and the lips are usually rounder.

The students add more words to the list, for example:

food: blue, move, school, room, two, shoe, cool

good: put, could, would, wood, sugar, woman

Language note: another common spelling for these sounds is *u*, for example /ʊ/ *pull, cushion*; /u:/ *rule, June*.

Mixed ability

If they are having trouble finding words, read out some of the words from the lists above and ask the students to say if they sound like *food* or *good*.

GRAMMAR First conditional

- 7 Ask *Why is it a bad idea to listen to loud music?* Tell the students to find the answer to this in the text. (*if you do this to your ears now, you won't be able to hear when you are older*) Then do the same for *Why is it a bad idea to do sport after eating?* (*you'll get a stomach ache if you play tennis just after you've eaten*) The students then do the language analysis and find two more examples of first conditional sentences.

Answers

- 1 the blue part (the clause without *if*)
 - 2 the red part (the *if* clause)
 - 3 *If* can be at the beginning of the sentence or in the middle of it.
 - 4 the future
- If you talk about your problems, they won't seem so bad.
If you are careful and eat a bit of everything, then you'll be healthier.

- 8 Books closed, write the beginning of a conditional sentence on the board and get ideas on how to finish it: *If I feel bored ...* (I'll call my friend, watch a DVD, etc.).
Books open, the students match the sentence halves.

Fast finishers

Fast finishers write three more sentence halves for other students to complete.

Answers

1 c 2 a 3 f 4 e 5 d 6 b

Extension activity

The students think of new ways of finishing the sentences, for example *We'll miss the film if this bus is late*. Alternatively, the students could do this the other way round, from the second half of the sentences.

Corpus challenge

Answer

If I ~~will~~ go I will play with my brother and my friends.

LISTENING

Prepare for Key for Schools

Listening Part 1


Task description

In Listening Part 1, students are tested on their ability to identify simple factual information in five separate short conversations. Students listen for information such as prices, numbers, times, dates and descriptions. They have to choose one of three pictures as the answer.

Exam tips

Tell students to listen carefully for meaning, as they will hear something about all three pictures, but only one answers the question. They should listen all of the way through, as the answer could come at the beginning, middle or the end of the conversation.

→ See Exam Profile 1, Student's Book page 120

- 9  2.21 Ask the students to name or describe all the pictures. Play the recording twice.

Answers

The words which show the answers are underlined in the recording script.

1 B 2 A 3 B 4 A 5 A

Audioscript

1 What time is basketball practice today?

A: Are you going to basketball practice this afternoon?

B: Yes, I'll go if it doesn't rain. I'm not sure of the time. Is it at three or three thirty?

A: It's at a quarter past three. It was at three thirty last week!

B: Thanks. See you there, if it isn't raining!

2 Which food does the girl choose?

A: Hello. What kind of pizzas do you do?

B: We're not doing pizza today. Sorry, the oven is broken. But our burgers are very popular. We do lots of different kinds of sandwiches, too.

A: I'll try the burger, thanks. I had a sandwich for lunch. And can I have a lemonade with that?

B: Certainly. I'll bring your drink now.

3 Which earphones does the boy buy?

A: Hello. I'd like to buy some earphones, please. What have you got?

B: Well, we've got these for ten pounds twenty, these for fifteen pounds fifty and these for eighteen pounds.

A: The eighteen pounds ones are a little expensive. I'll have the fifteen fifty ones, please.

B: Certainly. I'll put them in a bag for you.

4 What's the weather like?

A: Hi, Sandy. Do you want to come for a walk in the park with me?

B: I'm not sure. Isn't it very windy?

A: It was windy earlier but now it's just a bit cloudy. It's going to rain later.

B: OK, let's go before it rains.

5 What are they going to do?

A: I'm bored. What shall we do? Let's play tennis.

B: I'm tired and we have to get the bus there. I've got a new computer game. Let's play that.

A: I played computer games all morning. I want to do something outside. How about a bike ride?

B: I can't. My bike's broken. OK, let's do what you want – I'll go and get my racket.

As a variation, arrange them into groups of four. They each begin with a different one of the four sentence headings, finish it and start the next sentence, then pass to another student to do the same. After this, they pass it to another student. After five turns, the students get back the story they started and see how it finished.

Project

A healthy-living booklet

The students make a booklet about how to be healthy and happy.

- Brainstorm topics for the booklet, for example diet, exercise, having fun, teenage problems. Each topic will be a separate part of the booklet.
- Arrange the students into groups. Each person in the group is responsible for a section of the booklet.
- Each student will find information about their topic by asking people or looking on the internet. They will make notes on this.
- In class, they write up their notes, check one another's work and add some illustrations and useful links like websites and telephone numbers of clubs. They put all the sections into a booklet.
- The groups compare their booklets, give feedback and make suggestions, for example *I never knew we had a teenage yoga group in our town!*

Cooler

Write these sentences on the board or, for stronger students, read them out. Ask the students to make them shorter and more natural with reflexive pronouns. For example:

Thomas looked at his body in the mirror. (→ Thomas looked at himself in the mirror.)

Don't cut your hand with that knife. (→ Don't cut yourself with that knife.)

I did it without the help of other people. (→ I did it by myself.)

Nobody took us to the station but we still got there. (→ We went ourselves.)

Paula doesn't think about anybody else. (→ Paula only thinks about herself.)

WRITING

- 10 Demonstrate on the board, getting examples from the students to finish the sentences and continue the story.
- If there is no school on Monday, ...* (e.g. I'll go to the zoo.)
- If I go to the zoo, ...* (e.g. my sister will come too.)
- If my sister comes, ...* (e.g. she'll like the snakes.)

The students work individually and then compare with a partner. Get them to read out their stories to the class.

Teacher's resources

Student's Book

Grammar reference and practice page 163

Vocabulary list page 144

Video

Health

Workbook

Unit 17 pages 68–71

Go online for

- Video extra worksheet
- Corpus tasks